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ABSTRACT

This booklet describes the many ways in which the private sector can become involved in the national Right to Read effort by giving assistance: seminars sponsored by business and industries, on-the-job literacy classes, encouragement from recognized athletes, and the Book Ownership Program (aids the community by making books readily available at reasonable prices).
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THE RIGHT TO READ



TARGET FOR THE **70's**

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The Role of the Private Sector in
The Right to Read Effort

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The Role of the Private Sector in the Right to Read Effort

Introduction

The National Right to Read Effort is a cooperative effort involving all segments of society--public and private, professional and nonprofessional. Its purpose is to ensure that in the next decade no American shall be denied a full and productive life because he cannot read effectively. Specifically, the major goal of Right to Read is to see that 99 percent of all Americans 16 years old, and 90 percent of Americans over 16 will, by 1980, have acquired the reading skills which the individual must be able to use in order to function effectively as an adult in this society. To reach this goal, the Right to Read Effort must use the knowledge and resources already available to attack illiteracy wherever it exists. The Right to Read Effort is, therefore, not a single reading program or a single reading method which is recommended for all. Rather, it is a team approach which will coordinate all available resources to meet the goal of national literacy by 1980.

Involvement by the Private Sector

The National Right to Read Effort has obtained assistance from the Private Sector to help meet the goal described above. The Private Sector's assistance will be to provide human resources, technological resources and financial. The purpose of this booklet is to describe the many ways that the Private Sector can become involved and give assistance to this vital effort.

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Seminars Sponsored by Business and Industries

Seminars sponsored by Business and Industries can serve as the first - step toward the involvement in and the commitment to the problem of illiteracy as described in the introduction of this manual.

The purpose of the Seminars is to familiarize business and industrial leadership with the serious reading crisis facing all Americans and its affect on the Business community.

Here are some suggestions on how to plan, convene and follow through on the Seminars sponsored by business and industrial leaders. Seminars may be planned by the selection of a volunteer or consultant who could serve as a Convener or a Chairperson.

The Convener could select and request the sponsorship of a Seminar by a Business or an Industrial Organization.

If, and after such a request is accepted, representatives of business and industry could be invited to attend the Seminar.

The choice of the time, date and place of this meeting could be made by mutual consent of the Convener, Right to Read, and the Sponsor.

The invitation to the Seminar could include the purpose of the Seminar and a descriptive interpretation of the Right to Read Program.

The Agenda could consist of the following items:

- . A presentation on the cost of the reading crisis to American business.
The presentation could also include the need for Literacy Classes for employees and the need for Industrial Academies sponsored by Business and Industry.
- . Additional presentations could be made which are related to the problems of illiteracy and the effect of illiteracy on other aspects of human life, business and industry.
- . An appeal could be made on the importance of follow-up of business and industry to participate in the Right to Read Effort.
- . Sharing and disseminating information concerning Right to Read.
Examples: a display, brochures and other materials.

How to Establish On-The-Job Literacy Classes

The goals of the On-The-Job Literacy Program and the Industrial Academies are designed to meet the goals of the employees.

(or)

Employees who participate in the On-The-Job Literacy Program and the Industrial Academies have goals in the following areas:

1. Short Term Goals - Improve communication
Learn to read and write
Learn to be a more effective employee
Get a more complete education

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2. Interim Goals -
 - Quality for a job requiring 8th Grade Certificate
 - Quality for a job requiring a High School Equivalency Diploma
 - Quality for a Job Training Program
3. Long Term Goals -
 - Get a Better Job
 - Erase an Undereducated Stigma
 - Become a more fulfilled and able adult

The On-The-Job Literacy Classes could be established as a result of an inventory of need. The leadership could make an informal survey to determine the number of persons who are in need of such a service, the extent of need among the employees and to involve the employees in this program at the very beginning.

Supervisory personnel could secure the following information from the employees with questions like these:

- (1) Are there any employees in your unit, section, department or offices who are unable to read at a level required to give information to meet his daily personal and economic needs?
- (2) Are there any employees who are unable to function effectively on the job because of the inability to read directions, understand memos, follow written assignments given to them by their supervisors?
- (3) Have any employees expressed an interest in or a desire to improve their skills in reading, communication, writing or expressing their ideas either verbally or on paper?

ADULT NEEDS AND ON-THE-JOB LITERACY TRAINING

According to research and the "real life situation" of adult needs, the following findings might be helpful as guidelines for the Curriculum:

In order to be successful in our society, and adult must achieve a minimum level of competency with each of the following "general knowledge areas:"

Occupational Knowledge - The adult will be aware of the means by which his or her ability can be enhanced in an economic and occupational environments.

Consumer Economics - The adults will know how to manage a family economy, and will have an awareness of sound purchasing practices.

Health - The adult will know the basic requirements for maintaining personal and family safety and will have an awareness of the procedures for maintaining good health and correcting health problems.

Community Resources - The adult will have an understanding of community resources, and will know how to contact and make use of those resource organizations appropriate to his or her needs.

Government and Law - The adult will know the purpose of government and law in a society and will have an understanding of governmental functions, agencies, and regulations which define his rights, and obligations, as a member of society.

Transportation - The adult will have an understanding of transportation systems, and will be able to discern and use the mode of transportation appropriate to his or her needs.

Basic Skills:

Reading

Writing

Speaking - Communication Skills - The adult will communicate in both social and business situations using spoken and written language

Listening

Problems Solving Techniques - The adult will be able to recognize existing problems and, using available resources, develop working solutions for them.

Interpersonal Relationships - The adult will be aware of and demonstrate the ability to purposefully utilize the processes of interpersonal dynamics on business and social situations.

Source of Data: The Adult Performance Level Study

A Research Project for the Development of Performance Levels from Programmatic Adult Literacy Objectives. p.p: 8-9

The On-The-Job Literacy Classes and the Industrial Academies provide:

- A Place to Learn
 - A comfortable, air-conditioned sound controlled learning environment is necessary. Individual and small group instructional tables. Additional separate rooms for instruction and learning.
- Leadership
 - There should be tutors and teachers who are interested in the employees. They are trained and they know how to give instructions, support and assistance to employees as they participate in a learning experience.
- Media
 - A wide variety of relevant, specialized, attractively designed instructional materials, subject related to the job and to the needs of each employee.
- Testing
 - Employee progress is evaluated regularly to assess improvement and to determine the areas of instruction which emphasize needs and interests.
- Expertise
 - Carefully designed and planned - the Adult interest reading plan.

Instruction

- Each employee can be placed into an instructional cluster which is at his success level in reading. The experience he or she has in the wide variety of media is designed to enable him or her to acquire developmental reading skills.

PART II

The Involvement of Athletes in The Right to Read Program

The involvement of athletes in the Right to Read Program can be a strong motivational force in the community to encourage children and youths to learn to read, to improve their reading ability and to become interested in books and other materials.

The Athletes and teams can play a dynamic and significant role in this program.

These Are the Ways that Athletes Can Assist in the Right to Read Effort:

1. Appear on Talk Shows and be Communicators to encourage participation in the Reading Program at the Centers.
2. Visit the school at Assembles and urge students to attend tutoring classes.
3. Visit the Centers when other activities are in progress to announce the activities, classes and tutoring opportunities.
4. Through the teams, offer football tickets to games on Sunday or Monday nights and return to discuss the game and the follow up on the Sports Page.
5. "Adopt" a youth or youths to follow up and follow through, demonstrating interest and concerns for growth improvement and development in Reading and anything else that is necessary.
6. Participate whenever possible in Center Activities giving assistance and support as needed especially in special events sponsored by the Center to encourage other children and youth to attend the Reading Center Activities.

7. Visit the Center with local High School and College Athletes to "launch" the Reading Program and make periodic visits to show interest and encourage the youth.
8. Provide Sports Illustrated Magazines (if possible) calling attention to the articles that they would like for the children and youths to read.
9. Meet with the Centers' staff to assure them of the "team" approach in this Project and to encourage the Administrative Program and supportive staff of its value to the children and youths.
10. Make Public Service Announcements that are ten (10) seconds, twenty (20) seconds, thirty (30) seconds - describing the Program, where it is operated, when it is in operation, age range of the participants and why they should attend.

The National Right to Read Directors has received support and endorsement from the Commissioner of the National Football League. Mr. Pete Rozelle has informed all of the member clubs of the Right to Read Program and advised them that "their cooperation will be needed to help overcome illiteracy in our country."

Initial contacts have been made with the following first ten (10) teams who will be involved in the Right to Read Program:

Los Angeles Rams
Minnesota Vikings
Dallas Cowboys

Atlanta Falcons
Chicago Bears
San Francisco 49ers
Washington Red Skins

Miami Dolphins
New Orleans Saints
New York Jets

Rationale

The National Right to Read Effort is predicted on several assumptions, one of which is that government and private sector should marshal their resources to focus on the prevention and elimination of illiteracy.

Right to Read's private sector plan involves a wide variety of activities and programs relating to Business and Industry, Service and Civic Organizations, multiple Federal agencies and volunteer associations, as well as individuals who wish to contribute to the solving of the reading problem.

The Book Ownership Program is one aspect of Right to Read's private sector plan. Based upon the theory that reading is enhanced in a variety of ways and "book ownership" is a major ingredient in learning to read and actually utilizing the skills of reading, Right to Read devised this particular concept.

For a number of reasons, a large number of children in this country have never owned a book. Right to Read endeavors to create ways for such children to own books that would help an environment in which reading is important.

Traditionally, book selection and book ownership is primarily the heritage of--ten do not get a chance to own their own books and reading materials. However, we have found that even children from "reading families" are, for several reasons, unable to own many books and, therefore, the utilization of their reading skills is somewhat minimized. Therefore, Right to Read, as a National campaign, feels

that there are a variety of places throughout the country where books can be made readily available at reasonable prices for purchase by children, youth and their parents.

In order to facilitate excellent reading materials at a price that families can afford, books can be made available to be purchased from twenty - five cents to a dollar. These may either be paperback books or hardback books that are reduced in price.

Meetings have been held with some of the supermarket chains and there has been oral agreement and a great deal of interest in the Book Ownership - Book Rack Program. This could be a Pilot Project in twenty - five (25) of the largest cities in the country with the Book Racks in the inner city stores. With appropriate advertisement they could make space available for book cases to be supplied by the regular wholesalers at their rate.

The distribution of the books could occur through the regular wholesale channels.

The books utilized at the beginning of this program could be those listed on the Reading is Fundamental list. These books relate to intercultural stories and activities, as well as books that have been tested and utilized in the inner city areas.

The objectives of the Book Ownership Program are to:

- (1) To establish Right to Read Racks in Supermarkets in 25 major cities where children and youth will be able to select and purchase books in some organized way.

- (2) To establish Right to Read Book Racks in national parks and other recreation centers.
- (3) To make books available from publishing houses at a reasonable rate so that most children can afford to purchase them.
- (4) To establish a strategy whereby books are available through a national network of multiple business agencies and centers, or some combination of the above.

Publishers' Role

1. Assist in working out the strategy through the publishers' liaison committee with Right to Read, for the distribution of paperback books at reasonable rates.
2. To arrange for selection of excellent titles to be distributed.
3. To review and alter the regulations regarding unused books which now must be destroyed rather than provided to children.

Supermarkets Role

1. To provide a place where simple bookracks may be established with a sign Right to Read.
2. To advertise that the books are available through their regular media.
3. To explore ways to engage in some kind of book stamp program.
4. To promote reading and in any way they see fit in the local community.

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